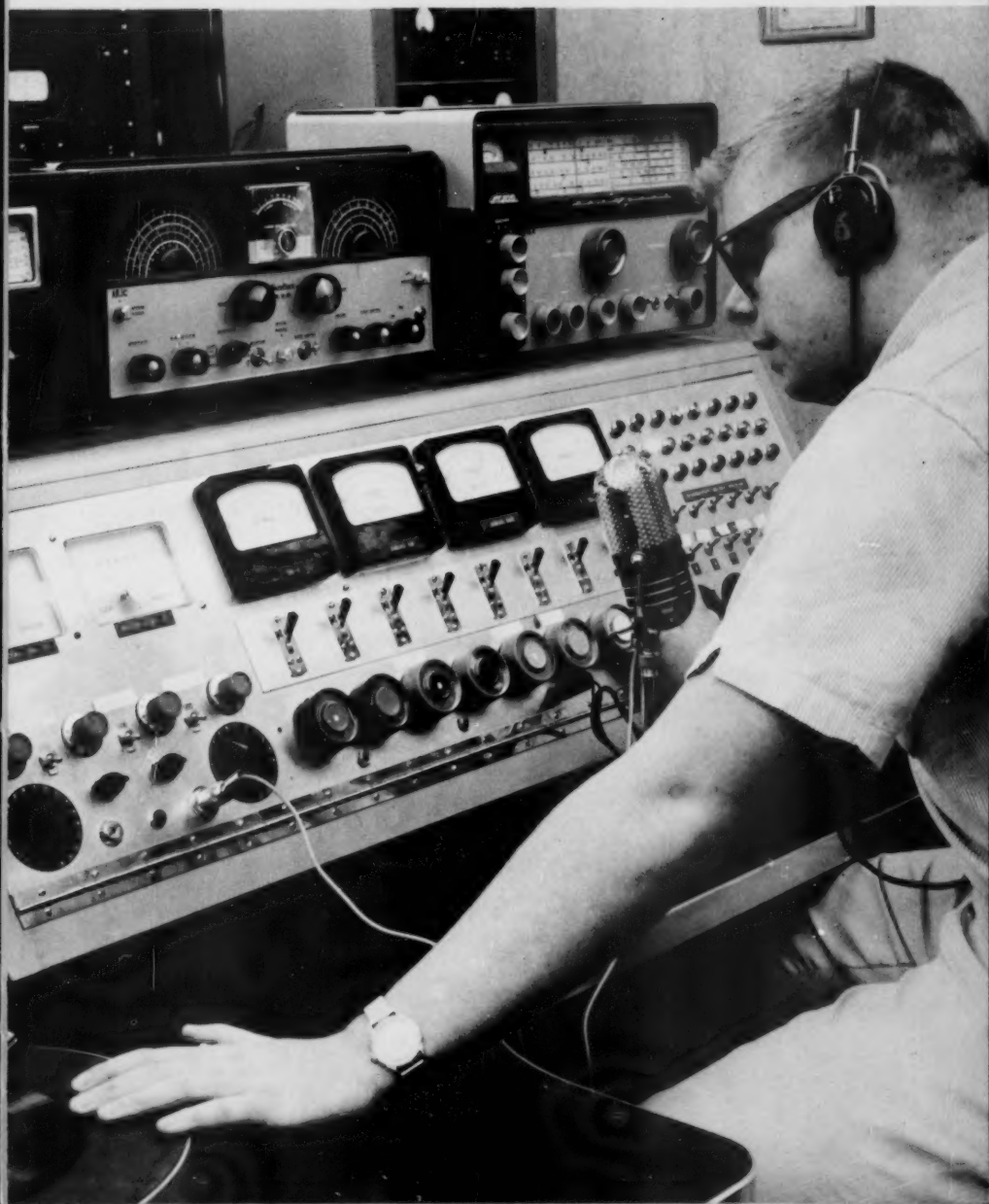


CALIFORNIA SCHOOLS

MARCH, 1962



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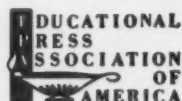
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THE COVER ILLUSTRATION shows William M. Keller, a student at American River Junior College, Sacramento, operating a radio control console. This equipment was purchased with the assistance of National Defense Education Act funds.



A MESSAGE
from the Superintendent
of Public Instruction

PUBLIC SCHOOLS WEEK, APRIL 30
TO MAY 4, 1962

Public Schools Week serves a dual purpose. The schools are given special opportunity to make their educational programs known to the public. The public is given special opportunity to become informed on all phases of the work that is being done by the schools. Both the schools and the public should take full advantage of these opportunities.

During recent years the schools have been subjected to what appears to be an ever-increasing amount of pressure. This pressure has been from many sources and has had a variety of purposes. The schools have graciously accepted this pressure from each source, studied the purpose, and taken the steps required to eliminate the underlying cause of each criticism that has been found to be justifiable.

Public Schools Week gives the schools a special opportunity to report the steps that have been taken in doing this job. This report should be made by inviting the public to visit the schools, to observe the work that is being done, to discuss the educational programs that are being offered, and to make suggestions regarding steps that may be taken to improve the educational program. The report should also be made through all news media—newspapers, radio, and television; and every endeavor should be made for members of the professional staffs of the schools to make the report to the various clubs in the community.

Both the schools and public should profit extensively from their participation in Public Schools Week. Both will then be prepared to take the steps required to keep the California system of education in the position of leadership it has enjoyed for many years.

Roy E. Simpson

FINANCIAL STRUCTURE OF THE COUNTY SCHOOL SERVICE FUND—INCOME AND EXPENDITURES, 1959-60 AND 1960-61

RAY H. JOHNSON, *Assistant Chief*, and COLLIER McDERMON, *Field Representative, Division of Public School Administration*

The office of county superintendent of schools for each of the counties in California was established by the State Constitution of 1879. Prior to the establishment of this office other county officials carried on the work that is now done by county superintendents of schools. Since its establishment, the office has grown in importance and has contributed increasingly to the advancement of education in the state. The office was originally created for the performance of clerical duties, but because of its intermediate position in the structure of public education, it has been granted more and more authority to provide educational services. This authority granted by the Legislature over the years has been accompanied by grants in state aid to carry out the additional responsibilities assigned to the office.

Financial support for the legally prescribed duties of the office was originally provided through a county budget supported from the county general fund and approved by the county board of supervisors. Support from state sources started in 1919, when, by legislative action, responsibilities for the supervision of instruction and for other educational services were given to county superintendents of schools. It was then considered necessary to provide financial support from state school funds for educational services in addition to the support provided by the counties. In 1921, the county emergency and supervision fund was established by the Legislature (Chapter 467, Statutes of 1921). Money derived from the existing county school tax was made available to the county superintendent to provide (1) for supervision of instruction to school districts of the county with an average daily attendance of less than 301; and (2) for emergency teachers, emergency transportation, and emergency apportionment.

By 1931, the following funds, which superseded the earlier county funds, were established by the Legislature (Chapter 1212, Statutes of 1931) to allow county superintendents of schools to provide the educational services needed within their counties: (1) the unapportioned county elementary school fund; (2) the unapportioned county high school fund; and (3) the county elementary school supervision fund.

ESTABLISHMENT OF THE COUNTY SCHOOL SERVICE FUND

In 1933, the Riley-Stewart amendment¹ modified financial support for public schools and led to legislation which provided that all monies for the purpose of supporting the three county funds would be provided by the state. During the period from 1933 to 1945, experience gained in working with these unapportioned funds clearly showed the distribution to be unsatisfactory, as it discriminated against the smaller counties. This discrimination, accentuated by the population increases of the World War II period and the increasing requests for additional services, made evident the need for a better method of financing the services of county superintendents of schools, as well as the need to make such services more uniformly available. These increasing needs and the obvious deficiencies in the method of support led to a study by the State Reconstruction and Re-employment Commission in February, 1945. This Commission published a report commonly known as the Strayer Report, which contained the following statement:

There is immediate need to define and to change by law the administrative and supervisory responsibility to be carried by the county superintendent of schools. The law should be amended to provide that general supervision shall be supplied by the county office to all districts having less than 900 pupils in average daily attendance. It is important as well that the county superintendent of schools be charged with the responsibility of providing general and special services in the fields of attendance, child welfare, guidance, library service, health service, curriculum, coordination, audio-visual education, research, and the like. These services are essential in the development of the program of education in these smaller school districts. There is no prospect that they will be made available in the great majority of districts having fewer than 900 pupils in average daily attendance except as they are made the direct responsibility of the county superintendent's office.²

On the basis of this recommendation the Legislature established the county school service fund in 1947. The county school service fund has as its principal concept the equalizing of educational opportunity for the school children of California. It is a concept based upon the premise that county superintendents of schools can provide to small school districts services that the districts could not provide for themselves except at excessive costs. The county school service fund, which superseded the supervision fund and the two unapportioned funds, provided in the State School Fund \$3 for each unit of average daily attendance of the state and an additional \$2,400 for each supervision unit in the county and in school districts with less than 901 units of average daily attendance. The fund was distributed to the counties upon the submission of budget requests by the county superintendents of schools, and approval of these requests by the Superintendent of Public Instruction.

¹ Senate Constitutional Amendment No. 30, 1933 General Legislative Session, adopted at Special Election June 27, 1933.

² *The Administration, Organization, and Financial Support of the Public School System*. Sacramento: State Reconstruction and Re-employment Commission, 1945, p. 18.

The money thus allocated to the county superintendents of schools financed the services that had become their responsibility by legislative authorization. During the intervening years, between the establishment of the county school service fund in 1947 and the present date, the amount of state aid needed to finance the services provided under the county school service fund was increased from the original \$3 to the current \$4.66 per unit of average daily attendance.

SERVICES PROVIDED BY COUNTY SCHOOL SERVICE FUND

Under present law the following two types of services are provided by the county superintendents of schools and financed through the county school service fund:

1. Direct services are provided in the fields of supervision of instruction, health, and pupil personnel services. "Pupil personnel services" include both child welfare and attendance, and guidance services to school districts. These services are to be provided for elementary school districts having less than 901 units of average daily attendance; high school districts having less than 301 units of average daily attendance; and unified school districts having less than 1,501 units of average daily attendance during the preceding fiscal year. The services are to be provided by the county superintendents of schools at no cost to the school districts. In addition, supervision of instruction, health services, and pupil personnel services may be provided for school districts larger than the size indicated when such districts contract and pay the actual cost for these services.
2. The other type of services, which in this report will be referred to as "other purposes," includes a number of services which the county superintendent of schools, with the approval of the county board of education, may make available to the districts under his jurisdiction, irrespective of size. These services include, among others, co-ordination, which the law defines as constituting "the greatest continuing need to be met through the county school service fund"; preparation of courses of study; audio-visual and library services; teachers' and classified employees' institutes and trustees' meetings; advisory services in the maintenance of school buildings and grounds; the processing of special problems relating to credentials; and services to school districts in screening and directing teachers to the schools under the jurisdiction of the county superintendent of schools.

The county superintendent of schools, with the approval of the county board of education, is charged with certain responsibilities as prescribed by statute and supported from the county school service fund. These responsibilities, enumerated in Education Code Sections 8503 through 9157, are summarized as follows:

Co-ordination

To provide for the co-ordination of courses of study, guidance services, health services, special education, attendance activities, and advisory services in school business activities among the school districts of the county (Education Code Section 8503).

Courses of Study

To provide for the preparation of courses of study to be used in the elementary school districts not governed by city boards of education (Education Code Section 8551).

Supervision (direct services)

To supervise instruction in elementary school districts with less than 901 units of average daily attendance and in unified school districts with less than 1,501 units of average daily attendance (Education Code Section 8601).

Attendance (direct services)

To supervise the attendance of pupils in elementary school districts with less than 901 units of average daily attendance; in high school districts with less than 301 units of average daily attendance; and in unified school districts with less than 1,501 units of average daily attendance, if the districts are not served by any district supervisor of attendance (Education Code Section 8651).

Health (direct services)

To provide health services to pupils in elementary school districts with less than 901 units of average daily attendance; in high school districts with less than 301 units of average daily attendance; and in unified school districts with less than 1,501 units of average daily attendance (Education Code Section 8701).

Guidance (direct services)

To provide necessary guidance services to pupils in elementary school districts with less than 901 units of average daily attendance; in high school districts with less than 301 units of average daily attendance; and in unified school districts with less than 1,501 units of average daily attendance (Education Code Section 8751).

Library

To take over all existing contracts for supplementary books and other material adopted for courses of study between the school districts and the county librarian (Education Code Section 8801). To establish and maintain in counties where there is no county library a county school library service for such elementary school districts of the county as elect to participate (Education Code Section 8802).

To establish a county teachers' library and expend from the county school service fund such amounts as are necessary for the purchase of books therefor and for the payment of the necessary expenses thereof (Education Code Section 8805).

Audio-Visual Materials

To establish, conduct, and maintain facilities which provide for audio-visual curriculum materials (Education Code Section 8851).

Special Education

To provide for the education of physically handicapped minors who otherwise would be denied proper educational advantages (Education Code Section 8903).

To establish and maintain special training schools or classes for mentally retarded and severely mentally retarded minors (Education Code Section 8951).

To establish emergency elementary schools for pupils who otherwise would be denied educational opportunity (Education Code Section 9001).

Institutes

To hold annual teachers institutes (Education Code Section 9051).

To hold annual institutes for noncertificated employees (Education Code Section 9052).

Miscellaneous

To hold annual meetings of school trustees (Education Code Section 9101).

To administer and account for the expenses that are used in county school service fund activities (Education Code Section 9151).

To screen and direct teachers to schools (Education Code Section 9152).

To pay actual and necessary travel expenses in connection with county school service fund activities (Education Code Section 9153).

To employ personnel to conduct research projects in connection with county school service fund activities (Education Code Section 9154).

To provide for the publication of material in connection with county school service fund activities (Education Code Section 9155).

To print a description of the boundaries of school districts (Education Code Section 9156).

To provide advisory services in maintenance of school buildings and grounds and in the processing of special problems concerning credentials (Education Code Section 9157).

FINANCIAL SUPPORT OF THE COUNTY SCHOOL SERVICE FUND

The major amounts reserved in the law for apportionment to county school service funds from the State School Fund each fiscal year are determined as follows:

For direct services = a.d.a. of the state (prior year) \times \$1.60

For other purposes = a.d.a. of the state (prior year) \times \$3.06

The amounts for the past two fiscal years are shown in the following tabulation:

<i>Fiscal year</i>	<i>Direct services</i>	<i>Other purposes</i>	<i>Total</i>
1959-60	\$5,286,768	\$9,447,255	\$14,734,023
1960-61	5,385,213	10,287,448	15,672,661

Education Code Section 18351, Subsection (i), requires the Superintendent of Public Instruction to "establish and prescribe formulae for the sole purpose of guidance in determining the amount that may be allowed each county superintendent of schools." The formula, as now defined in the California Administrative Code, Title 5, Education, is based largely on a staffing pattern required to render the services for which the county superintendent of schools, by law, is responsible, a matching amount for audio-visual services, and other minor factors. The total amounts apportioned for direct services and other purposes for the 1960-61 fiscal year are shown in Table 1.

TABLE 1
APPORTIONMENTS FOR DIRECT SERVICES AND
OTHER PURPOSES TO COUNTY SCHOOL
SERVICE FUNDS, 1960-61

Approved budget allowances under Education Code Section 18352		
Supervision of instruction, health, attendance, and guidance services	Other purposes	Total
\$5,385,213	\$10,082,448	\$15,467,661

In an attempt to meet legislative commitments which were made to the junior colleges as a part of the Donahoe Higher Education Act,

Senate Resolution 152 was adopted by the 1961 Legislature to provide capital outlay funds to the junior colleges. These additional monies were to come from the accumulated balances in the several county school service funds. Pertinent portions of Senate Resolution 152 as they affect the county school service funds follow:

The State Superintendent of Public Instruction is directed to take note that the Senate of the State of California intends that legislation be enacted which will require the withholding from 1961-62 apportionments to the various county school service funds of an amount of money sufficient to eliminate the accumulated surplus in each fund as of April 1, 1961, and to devote that surplus during the 1961-62 fiscal year to the needs of the junior colleges of the State.

The Department of Education is instructed to establish rules and regulations which will provide for the making of budgets which accurately represent the true expenditure requirements of each authorized category of expense of the county superintendents, related to actual and estimated expenditures for such categories in the prior and current years. Such regulations should bring into full play the determination of necessity for each category of expenditure and be administered so as to reflect the approval of necessary expenditures only.

This in effect has necessitated a change from the allocation system to a system of line item budget approval for the distribution of county school service fund monies by the California State Department of Education.

There is also apportioned to the county superintendents of schools from the State School Fund and deposited in the county school service funds of the counties amounts computed on account of the attendance of pupils enrolled in classes for physically handicapped, mentally retarded, severely mentally retarded, juvenile hall or camp, and emergency schools and classes maintained by the county superintendents of schools. These apportionments are shown in Table 2.

TABLE 2
APPORTIONMENTS FOR SPECIAL AND EMERGENCY
SCHOOLS AND CLASSES MAINTAINED BY
COUNTY SUPERINTENDENTS OF SCHOOLS
1960-61

Elementary	Secondary	Total
\$1,971,087	\$1,079,568	\$3,050,655

School districts that contract with the county superintendents of schools for services rendered, largely in the field of audio-visual education and library services, make payments for these services to the county school service funds. Payments to the funds are also made by

the larger districts for direct services. The amounts paid to the funds for 1960-61 are shown in Table 3.

TABLE 3
SCHOOL DISTRICT PAYMENTS TO COUNTY SCHOOL SERVICE FUNDS FOR
SERVICES RENDERED UNDER CONTRACT WITH COUNTY
SUPERINTENDENTS OF SCHOOLS, 1960-61

Super- vision	Health	Pupil personnel	Audio-visual in the county	Audio-visual in other counties	Library	Other	Total
\$105,589	\$158,748	\$408,742	\$1,934,919	\$42,866	\$1,026,354	\$12,583	\$3,689,801

Payments are also made to the county school service fund from county taxes collected for the support of classes for the mentally retarded, juvenile hall schools, and emergency schools maintained by the county superintendents of schools. The amounts paid from county taxes for these purposes for 1960-61 are shown in Table 4.

TABLE 4
COUNTY TAX SUPPORT FOR SPECIAL AND
EMERGENCY SCHOOLS AND CLASSES
MAINTAINED BY COUNTY
SUPERINTENDENTS OF
SCHOOLS, 1960-61

Mentally retarded	Juvenile hall	Emergency schools	Total
\$656,969	\$648,573	\$54,155	\$1,359,697

The amount of income for each major class of account of the county school service fund for two years, 1959-60 and 1960-61, as reported on the annual financial report form by the county superintendents of schools,³ is shown on pages 90 and 91.

The amount of expenditure for each major class of account of the county school service fund for the same period, 1959-60 and 1960-61, as compiled from the annual financial report form of the county superintendents of schools, is shown on pages 91 and 92.

³ Form J-76 "Annual Financial Report of The County Superintendent of Schools."

INCOME FOR THE COUNTY SCHOOL SERVICE FUND,
1959-60 AND 1960-61

	1959-60	1960-61 *
Adjusted Net Beginning Balance, July 1	\$7,833,042.43	\$9,177,439.93 **
State School Fund Apportionment		
County School Service Fund Allowances		
Supervision, health, pupil personnel, and administration (direct services)	5,286,768.00	5,385,213.42
Other purposes	9,449,308.98	10,082,879.54
Emergency fund allowance	106,858.00	115,014.00
Total	\$14,842,934.98	\$15,583,106.96
Average Daily Attendance Allowances		
Emergency schools	283,363.00	298,304.00
Physically handicapped, secondary	11,340.00	17,912.04
Mentally retarded	1,267,946.00	1,331,422.00
Juvenile hall, elementary	292,924.00	378,970.00
Juvenile hall, secondary	960,660.00	1,019,628.00
Total	\$2,816,233.00	\$3,046,236.04
Excess Expense Allowances		
Physically handicapped, elementary	397,935.90	406,165.33
Physically handicapped, secondary	10,147.10	14,444.67
Mentally retarded	1,100,651.00	1,167,544.00
Total	\$1,508,734.00	\$1,588,154.00
Transportation Allowances		
Physically handicapped	88,492.60	103,381.69
Severely mentally retarded	198,681.40	242,379.31
Total	\$287,174.00	\$345,761.00
Corrections		
Deficiency added	65,580.00	69,634.00
Excess withheld (negative)	77,529.00Cr	83,987.00Cr
Total	\$11,949.00Cr	\$14,353.00Cr
Total, State School Fund Apportionment	\$19,443,126.98	\$20,548,905.00
Income from Districts, Counties, Other Agencies		
Supervision service	\$150,953.79	\$105,589.40
Health service	148,530.77	158,748.06
Pupil personnel service	411,411.11	408,742.52
Audio-visual service (districts in county)	1,796,482.17	1,934,919.72
Audio-visual service (districts in other counties)	36,134.90	42,866.37
Audio-visual service (PL 864)	---	12,583.26
Library service	913,460.21	1,026,354.25
Employees of two or more districts (E.C. 13528)	330,472.52	381,559.82
Outdoor science and conservation (E.C. 7953)	---	77,127.78
Income pursuant to E.C. 1094	---	3,750.00
Co-ordination	70,830.52	86,375.23
Emergency schools		
Elementary		
Normal pupils	2,300.00	7,100.00
Physically handicapped	173,385.25	199,258.51
Secondary		
Physically handicapped	8,829.43	76,911.13
Mentally retarded	204,464.79	306,735.62

* Reported, not audited.

** Differs from previous year's ending balance due to review and audit.

Severely mentally retarded	\$109,332.00	\$213,518.50
Juvenile hall, elementary	5,053.69	—
Juvenile hall, secondary	15,490.87	395,020.99
Miscellaneous income	44,872.66	198,214.73
Total	\$4,422,004.68	\$5,635,375.89
County Taxes		
Emergency schools	—	54,155.00
Mentally retarded	696,705.34	656,969.79
Juvenile hall	733,028.07	648,573.08
Total	\$1,429,733.41	\$1,359,697.87
Sales		
School supplies	2,154.34	1,371.55
Publications	10,716.92	13,721.39
Equipment	7,488.84	8,437.34
Buildings	—	—
Land	—	—
Total	\$20,360.10	\$23,530.28
Miscellaneous		
Interest	69,252.82	91,814.90
Donations	14,045.33	13,783.45
Federal and state vocational education funds	35,654.61	8,835.73
Other miscellaneous	63,447.05	124,284.66
Total	\$182,399.81	\$238,718.74
Federal Subventions		
U.S. Flood Control receipts	45,642.81	36,618.83
P.L. 864, Title III (audio-visual)	274,530.53	112,911.31
P.L. 864, Title III (library)	45,441.48	41,746.77
P.L. 864, Title V	209,724.16	46,740.74
P.L. 864, Title V (co-ordination)	—	71,666.77
P.L. 864, Title V (institutes)	—	1,526.73
P.L. 864, Title VIII	—	18,259.25
Total	\$575,338.98	\$329,470.40
TOTAL NET BEGINNING BALANCE AND INCOME	\$33,906,006.39	\$37,313,137.61

**EXPENDITURES OF THE COUNTY SCHOOL SERVICE FUND,
1959-60 AND 1960-61**

	1959-60	1960-61
Direct Services		
Supervision of instruction	\$2,548,269.76	\$2,751,678.32
Health service	1,015,355.69	1,117,249.84
Pupil personnel service	1,978,878.66	2,205,853.51
Administration (direct services)	226,708.32	281,540.41
Employees of two or more districts (E.C. 13528)	332,629.22	365,415.63
Outdoor science and conservation (E.C. 7953)	—	82,642.52
Services pursuant to E.C. 1094	—	186,903.39
Total	\$6,101,841.65	\$6,991,283.62
Instructional Materials Supply Service		
Audio-visual service	3,693,522.22	3,968,140.80
Library service	1,598,800.09	1,821,453.64
Total	\$5,292,322.31	\$5,789,594.44

EXPENDITURES OF THE COUNTY SCHOOL
SERVICE FUND—Continued

Other Services		
Co-ordination	\$4,321,719.76	\$5,009,543.17
Screening and directing teachers and advisory service on provisional credentials	173,226.63	216,737.32
Institutes (certified and classified personnel)	144,464.42	74,329.57
Total	<u>\$4,639,410.81</u>	<u>\$5,390,610.06</u>
Administration		
Partial salary of county superintendent	453,290.92	461,649.95
Administration (other purposes)	765,416.69	795,984.53
Internal budgeting and accounting	229,068.11	249,137.66
Special administrative expense	601,416.15	714,703.63
Total	<u>\$2,049,191.87</u>	<u>\$2,221,475.77</u>
Emergency Financial Aid to Districts		
Emergency teachers	12,132.61	3,499.62
Transportation of pupils	1,515.00	1,737.50
Tuition of physically handicapped	---	---
Apportionments	91,727.47	103,142.94
Total	<u>\$105,375.08</u>	<u>\$108,380.06</u>
Emergency schools		
Elementary		
Normal pupils	38,216.19	23,712.13
Physically handicapped	1,023,961.35	1,154,241.95
Secondary		
Physically handicapped	51,126.44	98,619.02
Total	<u>\$1,113,303.98</u>	<u>\$1,276,573.10</u>
Education of Mentally Retarded		
Schools or classes for mentally retarded		
Current expense	2,084,794.43	2,163,031.28
Capital outlay	56,069.32	57,064.87
Schools or classes for severely mentally retarded		
Current expense	1,180,083.93	1,593,239.28
Capital outlay	49,946.57	64,189.02
Transportation to other schools	9,410.28	11,107.51
Tuition in other schools	935.91	3,539.98
Total	<u>\$3,381,240.44</u>	<u>\$3,892,171.94</u>
Juvenile Hall Schools		
Elementary	634,537.44	708,988.81
Secondary	1,366,798.20	1,706,265.37
Total	<u>\$2,001,335.64</u>	<u>\$2,415,254.18</u>
Total Expenditures	<u>\$24,684,021.78</u>	<u>\$28,085,343.17</u>
Net Ending Balance June 30	<u>9,221,984.61</u>	<u>9,227,794.44</u>
TOTAL EXPENDITURES AND NET ENDING BALANCE	<u>\$33,906,006.39</u>	<u>\$37,313,137.61</u>

SPECIAL PURPOSE APPORTIONMENT OF THE STATE SCHOOL FUND, 1961-62

RAY H. JOHNSON, *Assistant Chief, Division of
Public School Administration*

The Special Purpose Apportionment of the State School Fund for the fiscal year 1961-62, was certified by the Superintendent of Public Instruction to the State Controller, State Treasurer, State Department of Finance, county auditors, county treasurers, and county superintendents of schools on December 11, 1961, in the amount of \$46,393,138. This Special Purpose Apportionment included allowances for excess expense for the education of physically handicapped and mentally retarded minors, for the transportation of pupils, for automobile driver training, and for project-connected pupils.

An analysis of the Special Purpose Apportionment, including comparative amounts for the preceding fiscal year, is shown in Table 1.

TABLE 1
APPORTIONMENTS FOR VARIOUS SPECIAL PURPOSES
1960-61 AND 1961-62

Basis for apportionment	Amount of special purpose apportionment		Per cent of increase or decrease
	1960-61	1961-62	
Excess expense reimbursement			
Physically handicapped.....	\$12,621,436	\$13,031,608	3.2
Mentally retarded.....	9,379,077	10,053,118	7.2
Severely mentally retarded.....	1,231,895	1,402,947	13.9
Reimbursement for transportation			
Certain physically handicapped and mentally retarded minors.....	2,452,792	2,802,463	14.3
All other pupils.....	13,333,667	14,235,937	6.8
Excess expense reimbursement for pupils instructed in driver training.....	3,988,458	4,800,000	20.3
Project-connected pupil allowance.....	10,130	67,065	562.0
Amounts withheld from the Principal Apportionment and released in the Special Purpose Apportionment for additional teachers employed by			
Small elementary schools.....	29,149	Not applicable	
Small high schools.....	214,137		
Total.....	\$43,260,541	\$46,393,138	7.2

Sections of the Education Code specify the amounts which may be apportioned for the purposes included in the Special Purpose Apportionment. Education Code Sections 17303(b) and 17303.5(c), set limits

on amounts to be apportioned for transportation of pupils and for excess expense of educating physically handicapped and mentally retarded pupils in the several categories. Education Code Section 17305(b) provides for an amount necessary to reimburse school districts for the actual cost of replacing vehicles used exclusively in automobile driver training programs and simulators used in such programs, but the amount shall not exceed 75 per cent of the portion of such expense which is in excess of forty-two dollars (\$42), multiplied by the number of pupils instructed by the district in automobile driver training. Education Code Section 17307 provides for an amount necessary for project-connected pupils.

The law provides a method for reducing amounts computed for certain purposes when such amounts are in excess of the statutory limits. The amount computed under the provisions of law for physically handicapped and mentally retarded pupils exceeded the statutory limit by \$4,487,048. It was necessary, therefore, to reduce the computations proportionately. A reduction factor of 0.85879655 was used for this purpose. The amounts apportioned for the purposes mentioned are shown in Table 1. The amount computed under the provisions of law for the transportation of pupils to and from the regular day schools exceeded the amount made available by law by \$1,111,316. As prescribed under Education Code Section 18061, it was necessary, therefore, to reduce the computations by increasing the lower tax rate prescribed in the formula by 8 mills (\$0.008).

Average daily attendance is an important factor used in computing allowances for the physically handicapped and mentally retarded pupils. Allowances for the excess expense of educating mentally retarded minors cannot exceed \$375 per unit of a.d.a. of such minors. The allowances for physically handicapped minors cannot exceed \$910 per unit of a.d.a. and the allowances for severely mentally retarded minors cannot exceed \$670 per unit of a.d.a. of such minors. An additional amount not in excess of \$910 may be allowed for the excess expense for each unit of a.d.a. of blind pupils when a reader has actually been provided to assist in the education of such pupils, or for the purchase of special books, supplies, and equipment for blind pupils. The allowances for the excess expense of transporting physically handicapped and severely mentally retarded minors to and from special day classes cannot exceed \$475 per unit of a.d.a. A comparison of the state total of a.d.a. for the fiscal years 1959-60 and 1960-61, credited to school districts and the county school service fund is shown in Table 2.

The amount allowed as state aid for transportation of pupils is based upon the current expenses of transportation, for the preceding fiscal year, of pupils between their homes and the regular, full-time day schools. The partial reimbursements to districts were based upon approved expenses of \$28,105,699.72 for the fiscal year 1960-61, subject

to the provisions of Education Code Sections 18053-18060. The expense approved for 1959-60 was \$26,085,168.29.

The number of pupils trained is a factor used in computing the allowances for the excess expense for pupils instructed in automobile driver training. The apportionment to each district amounts to \$42 for each pupil trained but not in excess of the current expense of conducting the program.

TABLE 2
AVERAGE DAILY ATTENDANCE OF PHYSICALLY HANDICAPPED,
MENTALLY RETARDED, AND SEVERELY MENTALLY RETARDED
MINORS ACCORDING TO GRADE LEVELS

Grade level	Average daily attendance								
	Physically handicapped minors			Mentally retarded minors			Severely mentally retarded minors		
	1959-1960	1960-1961	Per cent of increase or decrease	1959-1960	1960-1961	Per cent of increase or decrease	1959-1960	1960-1961	Per cent of increase or decrease
Elementary school									
Junior high, grades 7-8.....	1,688	1,860	10.2	3,971	4,585	15.5	--	--	--
Other elementary.....	10,134	10,817	6.7	20,360	22,744	11.7	1,378	1,429	3.7
County school service fund.....	633	646	2.1	2,563	2,420	-5.6	905	1,203	32.9
Total elementary schools.....	12,455	13,323	7.0	26,894	29,749	10.6	2,283	2,632	15.3
High school									
High schools.....	3,909	4,289	9.7	6,584	7,149	8.6	11	12	9.1
County school service fund.....	39	42	7.7	--	--	--	--	--	--
Total high schools.....	3,948	4,331	9.7	6,584	7,149	8.6	11	12	9.1
Junior college.....	22	35	59.1	--	--	--	--	--	--
Grand total.....	16,425	17,689	7.7	33,478	36,898	10.2	2,294	2,644	15.3

New legislation was enacted whereby an allowance was also provided for the replacement cost of automobiles and/or simulators not more than 75 per cent of the portion in excess of \$42 times the pupils trained. The number of pupils trained increased from 114,719 in 1959-60 to 122,327 in 1960-61, an increase of 6.6 per cent. During the fiscal year 1960-61, there were 277 districts reporting expenses for this type of instruction. The maximum allowance per pupil trained was received by 182 districts. Allowances equal to the actual current expense reported were received by 95 districts. The allowances to nine of the districts included special allowances for replacement costs of automobiles in accordance with the provisions of the law.

The Special Purpose Apportionment includes an amount allowed for the a.d.a. of certain pupils as defined by law who had enrolled in the regular full-time day schools subsequent to the commencement of a project under the jurisdiction of the State Department of Water Resources. The amount of \$67,065 shown as the project-connected pupil allowance in Table 1 was allocated to five school districts of Butte County, and was computed for the a.d.a. of such pupils enrolled because of the Oroville phase of the Feather River Project.

The provisions of law provide that the State School Fund be not less than \$180 per unit of a.d.a. and authorizes the use of an additional amount at the rate of \$21.36 per unit of a.d.a. if needed to meet the requirements of formula computations prescribed in the law. The current total at the rate of \$201.36 for each of the 3,562,681 units of a.d.a. in the public schools last year is \$717,381,446. Statutes enacted by the 1961 Legislature provided for the reduction in the amounts transferred from the General Fund in the amount of \$5,000,000 for Tax Relief Grants and \$2,059,890 to a Service Fund Surplus Account, a total of \$7,059,890.

The total current appropriation at the rate of \$201.36 for each of the 3,562,681 units of a.d.a. in the public schools last year is \$717,381,446. This amount reduced by the reduction of \$7,059,890 from the General Fund results in a total of \$710,321,556 available to the State School Fund. To this amount will be added \$11,873 as adjustment to prior year a.d.a., allowances of the automobile driver training program, amounting to \$4,800,000, and the special allowance for project-connected pupils in the amount of \$67,065, a total of \$715,200,494.

After deducting the Principal Apportionment, \$627,671,980, and the Special Purpose Apportionment, \$46,393,138, there remains an amount of \$41,135,376 to be apportioned according to the provisions of law. The scheduled apportionments follow:

A. First Period Apportionment for Growth, scheduled for February 20, 1962

A maximum of \$16,046,316 may be apportioned at that time.

B. Second Period Apportionment for Growth, scheduled for June 25, 1962

An amount of \$24,069,473 is reserved by law for the Second Period Apportionment for Growth, if needed; and this amount may be augmented by any portion of the amount reserved, but not actually needed, for the First Period Apportionment for Growth.

C. Apportionments for the Reimbursement of County School Service Funds

Apportionments will be made as needed during the fiscal year for the reimbursement of county school service funds, based upon claims filed by county superintendents of schools not later than June 10, 1962, for approved emergency purposes, when and to the extent such emergencies have materialized, in a total amount of not more than \$205,000.

D. Final Apportionment, scheduled for June 25, 1962

The provisions of law require that any unused remainders of any amounts reserved by law for previous apportionments but not needed for actual allowances shall be apportioned as a Final Apportionment; and that these remainders be applied in the following order to restore amounts which may have been reduced.

Equalization aid (Principal Apportionment)

Allowances for growth (First Period Growth)

Allowances for growth (Second Period Growth)

Allowances for physically handicapped, mentally retarded, and severely mentally retarded minors (Special Purpose Apportionment)

Transportation aid (Special Purpose Apportionment)

Thereafter, any remaining balance shall remain in the General Fund, but shall be considered, to the extent applicable, pursuant to subdivision (c) of Education Code Section 17301 in determining the total amount available to meet deficits in computed apportionments for the purposes set forth in Education Code Section 17303 in subsequent fiscal years.

NOTE: The sum of the unused remainders to date, not including amounts reserved by law in Items A, B, and C, is \$814,587.

SUMMER SESSIONS IN CALIFORNIA HIGH SCHOOLS, 1961

L. FRANK MANN, *Consultant, Bureau of Secondary Education*

More than 50 per cent of the school districts in California that maintain high schools offered summer sessions during 1961, and the students who attended these sessions comprised more than 25 per cent of the total high school population. Summer session students may take remedial or make-up work, but most of them enroll in courses that are additional to their regular studies so that they can qualify for more courses, required or elective, than they could ordinarily take during the regular school year.

During the summer of 1961, of the 338 school districts that maintained junior, senior, and four-year high schools, 195 operated summer sessions for 275,909 students. Of these students, 226,546, were in grades nine through twelve. This is an increase of 8.5 per cent over the number enrolled in 1960 summer sessions as compared with an increase of 7.7 per cent in the 1960-61 enrollment in the regular term over that of 1959-60. The number of students in grades nine through twelve who attended 1961 summer sessions was 29.6 per cent of the number in the 1960-61 regular term.

Since data for grades seven and eight in junior high schools are included for the first time in reports on the 1961 high school summer sessions, it is difficult to compare enrollments with those of previous years. Students in the seventh and eighth grades accounted for 17.4 per cent of the total high school summer session population and in part for the fact that this total was 32.2 per cent higher in 1961 than in 1960. The 57.1 per cent increase in individual enrollments indicates that more classes were taken by a greater number of students than in previous summer sessions.

The 275,909 junior, senior, and four-year high school students who attended summer sessions in 1961 accounted for 447,016 individual course enrollments. The largest enrollments were in courses in mathematics (82,511), and in English language arts (82,495).

Table 1 shows the distribution of summer session enrollments in California high schools according to major courses and subject areas.

During 1961, there was considerable variation in the scheduling of summer sessions for high school students by the 195 school districts. Most frequently the six-week sessions opened June 19, maintained classes for two-hour periods, and offered five semester periods of credit.

TABLE 1
DISTRIBUTION OF SUMMER SESSION ENROLLMENTS AMONG
THE MAJOR COURSES OFFERED

Subject areas and major courses	Course enrollments	Subject area enrollments
Arts and crafts.....		19,132
Art.....	10,964	
Crafts.....	4,259	
Combination, art and crafts.....	3,909	
Business.....		62,090
Typing.....	57,579	
Other business courses.....	4,511	
Driver education and training.....		38,591
Driver education.....	17,134	
Driver training.....	18,716	
Combination, driver education and training.....	2,741	
English language arts.....		82,495
English, seventh grade.....	5,315	
English, eighth grade.....	6,076	
English, ninth grade.....	8,320	
English, tenth grade.....	8,811	
English, eleventh grade.....	7,892	
English, twelfth grade.....	2,509	
Basic, remedial, refresher.....	7,211	
Composition, writing.....	2,713	
Drama.....	2,761	
Literature.....	751	
Public speaking.....	4,701	
Reading improvement.....	21,346	
Other English courses.....	4,089	
Foreign languages.....		19,162
Chinese.....	18	
French.....	3,123	
German.....	479	
Latin.....	1,288	
Russian.....	13	
Spanish.....	13,821	
General, introductory, and the like.....	420	
Homemaking.....		13,099
Industrial arts.....		25,708
Auto shop.....	1,929	
Drafting, mechanical drawing.....	6,932	
Electricity, electronics.....	1,860	
General shop.....	583	
Graphic arts.....	1,057	
Machine, metal shop.....	3,039	
Wood shop.....	8,527	
Other industrial arts courses.....	1,781	
Mathematics.....		82,511
Algebra, beginning.....	21,055	
Algebra, advanced.....	3,130	

TABLE 1
DISTRIBUTION OF SUMMER SESSION ENROLLMENTS AMONG
THE MAJOR COURSES OFFERED—Continued

Subject areas and major courses	Course enrollments	Subject area enrollments
Mathematics—Continued		
Arithmetic, general mathematics.....	31,329	
Plane geometry.....	8,943	
Prealgebra, introduction to algebra.....	4,885	
Remedial mathematics.....	10,271	
Trigonometry.....	559	
Other mathematics courses.....	2,339	
Music.....		12,087
Instrumental music.....	9,061	
Music appreciation, music theory.....	1,132	
Vocal music.....	1,894	
Physical education.....		7,609
Swimming.....	1,496	
Other physical education.....	3,188	
Combination, swimming and other physical education.....	2,925	
Science.....		30,415
Biology.....	5,756	
Basic-general science.....	7,261	
Chemistry.....	3,687	
Life science.....	6,300	
Physics.....	390	
Physiology.....	2,125	
Other science courses.....	4,896	
Social Studies.....		53,472
Civics-government.....	10,693	
Geography.....	1,958	
Senior problems-problems of democracy.....	2,716	
Social studies-social living.....	7,377	
United States history.....	19,381	
World history.....	4,120	
Other social studies courses.....	7,227	
Miscellaneous other courses.....		645
TOTAL ENROLLMENTS.....		447,016

Table 2 shows the distribution of summer session schedules according to the number of days and the number of school districts. The shortest session, 19 days, was reported by four school districts; and the longest session, 43 days, was reported by only one school district.

Table 3 shows that the opening dates of summer sessions varied from June 1 to July 17, with 40 per cent of the school districts scheduling

June 19, and more than 20 per cent scheduling June 26 as the opening date.

Credit was awarded in some or all of the courses offered in summer sessions operated by 192 of the school districts. Only three districts reported that no credit was authorized. A large majority of courses were offered for five semester periods of credit. A substantial number of courses enabled students to earn ten semester periods of credit, and a relatively small number of courses carried credit of less than five semester periods. The relationship between the amount of instructional time that was provided and the amount of credit that was authorized has major significance.

TABLE 2
LENGTH OF SUMMER SESSIONS

Number of days	Number of school districts	Number of days	Number of school districts
19	4	32	5
22	3	33	4
23	3	34	24
24	6	35	5
25	2	37	3
28	3	38	1
29	87	39	19
30	19	40	1
31	5	43	1

TABLE 3
OPENING DATES OF SUMMER SESSIONS

Opening dates	Number of school districts	Opening date	Number of school districts
June 1	1	June 21	9
5	2	22	1
8	1	23	1
12	22	26	42
14	2	July 3	15
15	1	5	11
16	3	10	4
19	78	17	1
20	1		

Table 4 shows the distribution of practices of awarding five semester periods of credit in terms of hours of instruction. Computation of the

equivalent number of hours per five semester periods of credit was made where districts reported units of credit other than five semester

TABLE 4
DISTRIBUTION OF PRACTICES OF AWARDED
FIVE SEMESTER PERIODS OF CREDIT IN
TERMS OF HOURS OF INSTRUCTION

Number of hours of instruction	Number of school districts	Number of hours of instruction	Number of school districts
57	2	76	4
58	81	78	20
60	19	80	2
62	4	86	1
63	1	88	2
64	9	90	1
65	3	92	2
66	3	95	1
68	21	96	2
69	2	100	1
70	4	116	1
73	1	120	1
74	3	124	1

periods. The amount of instructional time ranged from the minimum of 57 hours, the legal minimum,¹ to 124 hours.

¹ Determined on the basis of Section 97 (b) (1), California Administrative Code, Title 5, Education.

CONSUMER EDUCATION IN CALIFORNIA SECONDARY SCHOOLS

LOWELL ANDERSON, *Regional Supervisor, Bureau of Business Education*

The Bureau of Business Education recently conducted a questionnaire survey to determine the number of California public high schools and junior colleges that were offering courses in consumer education and to identify certain administrative practices employed in offering the courses. The questionnaire contained the following questions: Do you offer a course in consumer education? In which curriculum is it being offered? How much credit is given? In what grade does it appear? What text is being used? Copies of the questionnaire were mailed to 552 high schools and 55 junior colleges.

Completed questionnaires were received from 33 of the 55 junior colleges, a 60 per cent response. These 33 colleges were about evenly divided according to whether or not they offered courses in consumer education—17 offered such courses, 16 did not.

Table 1 shows the different titles in consumer education courses that were offered by the 17 California junior colleges and the number of the colleges that use each title.

Completed questionnaires were received from 414, or 75 per cent of the 552 high schools. Of this number, 224 offered courses which included consumer education subject matter, but only 149 of these schools offered courses in which the primary objective was consumer education.

TABLE 1
TITLES OF CONSUMER EDUCATION COURSES
OFFERED BY CALIFORNIA JUNIOR COLLEGES
AND THE NUMBER OF COLLEGES
USING EACH TITLE

Course title	Number of colleges
Business Consumer Economics.....	1
Business Economics.....	3
Consumer Economics.....	3
Consumer Mathematics.....	1
Consumer Problems.....	2
Consumer Problems of Family.....	1
Introduction to Business Principles.....	1
Personal Finance.....	4
Personal and Family Finance.....	1

Table 2 shows the different titles used in California high schools for courses in which the primary objective was consumer education, and the number of high schools that used each title.

TABLE 2
TITLES OF COURSES IN WHICH THE PRIMARY
OBJECTIVE WAS CONSUMER EDUCATION
AND THE NUMBER OF HIGH SCHOOLS
USING EACH TITLE

Course title	Number of schools
Business Economics.....	9
Consumer Economics.....	25
Consumer Education.....	30
Consumer Living.....	1
Consumer Mathematics.....	9
Consumer Problems.....	10
Consumer Retailing.....	4
Consumer Science.....	1
Economics.....	20
Economic Geography.....	1
General Business.....	24
Government and Economics.....	4
Merchandising.....	6
Personal Finance.....	5

Table 3 shows the titles of courses used by the high schools in which consumer education units were offered and the number of high schools that used each title.

TABLE 3
TITLES OF COURSES IN WHICH CONSUMER
EDUCATION UNITS WERE OFFERED AND
THE NUMBER OF HIGH SCHOOLS
USING EACH TITLE

Course title	Number of schools
Consumer Vocations.....	1
Economics.....	2
General Business.....	36
Homemaking.....	4
Mathematics.....	1
Merchandising.....	5
Senior Problems.....	26

Table 4 shows the different curriculums in the high schools in which consumer education courses were taught and the number of high schools that employed each practice.

TABLE 4
CURRICULUMS IN WHICH CONSUMER EDUCATION
COURSES WERE OFFERED AND THE NUMBER
OF HIGH SCHOOLS EMPLOYING EACH
PRACTICE

Curriculum	Number of schools ¹
Applied Arts.....	1
Business.....	143
Economics.....	1
General.....	2
Homemaking.....	5
Mathematics.....	2
Science.....	2
Social Problems.....	1
Social Science.....	13
Social Studies.....	75

¹ A number of the schools offered the course in more than one curriculum.

Of the 17 junior colleges that offered courses in consumer education, 14 offered them in the business curriculum; three, in the home economics curriculum. A total of 13 of the junior colleges gave three units of college credit for the consumer education course; four gave two units. The number of semester periods of credit given for such courses by the high schools varied widely. Five semester periods of credit were given by 115 high schools.

Eight different textbooks were used by the junior colleges in consumer education courses, and 23 different textbooks were used by the high schools.

The grade placement of the courses in which the primary aim was consumer education was distributed with 88 in grade twelve, 44 in grade eleven, and 18 in grade ten.

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

PAUL D. PLOWMAN was appointed on a temporary basis, January 15, 1962, to fill the vacancy for the position of Consultant in the Education of the Mentally Gifted, Bureau of Secondary Education, until the list of candidates for permanent appointment is available. Dr. Plowman comes to the Department from the Washington Unified School District, West Sacramento, where he has been Consultant in Secondary Education since 1958, and has also served as Director of Adult Education and Principal of the Summer School. His experience includes serving as dean of boys in the San Juan Unified School District, Carmichael, California, 1957-58; teaching, counseling, and student-body work in the San Jose Unified School District, San Jose, California, 1954-56; and teaching and student-body work in the Kamehameha Schools, Honolulu, Hawaii, 1951-53. After attending high school in Sheboygan, Wisconsin, Dr. Plowman received his bachelor of arts degree in political science from Carleton College, Northfield, Minnesota; his master of arts degree in political science from the University of Wisconsin; and his doctor of education degree from Stanford University. He has also done graduate work at the University of Hawaii and at Sacramento State College. He served in the U.S. Army from 1943 to 1946. Dr. Plowman has had experience teaching gifted children, working with teachers of gifted children, and establishing a special science-seminar, individual-project program for gifted high school students in the metropolitan Sacramento-Yolo county area.

JEAN S. CORRY was appointed Research Assistant in Vocational Education and assigned to the Bureau of Homemaking Education to study the needs for training women for technical and semiprofessional jobs in California. Mrs. Corry was Chairman of the Department of Home Economics at College of San Mateo, during the 1960-61 school year; and from 1950 to 1959, she was a teacher in the Dhahran, Saudi Arabia school of the Arabian American Oil Company. Her experience also includes teaching home economics at the Inter American Educational Foundation, Washington, D.C.; at Mills College, Oakland, California; and at Russell Sage College, Troy, New York. She is a registered social worker in California and has done social work in New York and Cali-

fornia. Mrs. Corry received her bachelor of arts degree from Montana State University, Missoula; her master of arts degree from Teachers College, Columbia University; and completed a year of graduate work at the New York School of Social Work.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

RECENT PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

Attendance Accounting in California Public Schools, 1961 Edition.

School Business Administration Publication, No. 5. Compiled by E. R.

DEERING, Consultant, Child Welfare and Attendance, Bureau of Administrative Services, California State Department of Education.

Bulletin of the California State Department of Education, Vol. XXX, No. 10, September, 1961. Pp. xii + 120.

This bulletin incorporates the changes in methods and procedures of school attendance accounting that have resulted from legislation enacted in 1961. The purpose of the bulletin is to give information concerning the laws and regulations relating to the recording and reporting of pupil attendance to public school administrators and others who have the responsibility for attendance accounting, and to suggest procedures that will lead to a reasonable degree of conformity in attendance accounting throughout the state.

Copies have been distributed to county, city and district superintendents of schools, to principals of junior high schools, senior high schools, to high school principals in districts not employing superintendents, and to attendance supervisors. The price is 50 cents per copy, plus sales tax on California orders.

Reports on Regional Conferences on Improving Mathematics Instruction in Elementary Schools. Sponsored by the California State Department of Education under Provisions of the National Defense

Education Act. Fresno, California, February 10-11, 1961; Claremont, California, March 3-4, 1961; Chico, California, March 17-18, 1961.

Sacramento: California State Department of Education, 1961. Pp. viii + 88.

This report of three conferences on mathematics instruction in the elementary schools has been made available so that school districts in California may be fully informed about trends in mathematics education and may be encouraged to review local achievements and discover needs in their efforts to strengthen this important part of the curriculum.

Copies have been distributed to county, city, and district superintendents of schools, and to selected personnel.

Toward Equal Employment Opportunity for Teachers in California's Public Schools: Second Annual Report to the California State Board of Education by the Commission on Discrimination in Teacher Employment. Sacramento: California State Department of Education, 1961. Pp. viii + 16.

This report makes a general assessment of the status of the certificated employees in the public schools of California who are members of ethnic minority groups;

outlines the activities of the Commission on Discrimination in Teacher Employment; and contains recommendations for insuring equal employment opportunities for teachers. Case studies of discriminatory employment practices are presented, as well as case studies of Negro teachers who were the first members of their ethnic group employed in certain school districts during 1960-61. Appendixes contain legal provisions enacted for the purpose of establishing equal employment opportunities; and statements of policy adopted by educational organizations in California in support of hiring certificated employees on the basis of merit.

Copies have been distributed to county, city, and district superintendents of schools, and to selected personnel.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held in Los Angeles, January 11 and 12, 1962.

Changes in Rules and Regulations

Limited Standard Supervision and Administration Credentials. The Board, acting under the authority of and implementing Education Code Sections 152 and 13116.1, added Subchapter 3.2 (Section 760) to Chapter 1 of Title 5 of the California Administrative Code, relating to limited standard supervision and administration credentials, to read as follows (effective February 16, 1962):

SUBCHAPTER 3.2. LIMITED STANDARD SUPERVISION AND ADMINISTRATION CREDENTIALS

Article 1. Limited Standard Supervision and Administration Credentials

760. *Policy of Board Re Limited Standard Supervision and Administration Credentials.* It is the policy of the State Board of Education under the circumstances herein set forth to issue, pursuant to Education Code Section 13116.1, a limited standard supervision or limited standard administration credential to an applicant therefor, valid for the life of the holder, unless suspended or revoked, authorizing service described in Education Code Section 13197.1 or 13197.25, as applicable, in schools which are not part of the public school system but which are administered by other state agencies as follows:

(a) If the credential is a limited standard administration credential to be issued after September 14, 1961, and before July 1, 1963, and the applicant, with the exception specified in subsection (g), has met all the requirements in effect on September 14, 1961, for an elementary school administration credential, secondary school administration credential, general administration credential, or a secondary school administration credential in Trade and Industrial Education.

(b) If the credential is a limited standard administration credential to be issued after June 30, 1963, and before September 15, 1966, and the applicant, with the exception specified in subsection (g), has met either all the requirements specified in subsection (a), or all the requirements for the standard administration credential in effect on the date of issuance.

(c) If the credential is a limited standard administration credential to be issued after September 14, 1966, and the applicant has met all the requirements, except as specified in subsection (g), for the standard administration credential in effect on the date of issuance.

(d) If the credential is a limited standard supervision credential to be issued after September 14, 1961, and before July 1, 1963, and the applicant, with the exception specified in subsection (g), has met all the requirements for the supervision credential in effect on September 14, 1961.

(e) If the credential is a limited standard supervision credential to be issued after June 30, 1963, and before September 15, 1966, and the applicant, with the exception specified in subsection (g), has met either all the requirements for the supervision credential in effect on September 14, 1961, or all the requirements for the standard supervision credential in effect on the date of issuance.

(f) If the credential is a limited standard supervision credential to be issued after September 14, 1966, and the applicant, except as specified in subsection (g), has

met all the requirements for the standard supervision credential in effect on the date of issuance.

(g) Teaching experience and directed field experience in schools maintained and administered by a California state agency other than the State Board of Education may be accepted in lieu of teaching experience and directed field experience, respectively, in the public schools.

Testing Programs in the Public Schools. The Board, acting under the authority of Education Code Sections 152, 12821, and 12825, and implementing Chapter 9 of Division 9 of the Education Code, added Article 10.5 (Sections 85 and 85.6 inclusive), to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, relating to testing programs in the public schools, effective February 16, 1962.

Sales of State Textbooks. The Board, acting under the authority of and implementing Education Code Sections 9653 and 9653.1, added Sections 46 and 47 to Title 5 of the California Administrative Code, relating to sales of state textbooks, effective February 16, 1962.

NOTE: The complete text of the added sections of Title 5 of the California Administrative Code noted above will appear as reprints from the California Administrative Register, and will be available from the State Department of Education.

Approval of Organization for School District Membership

In accordance with Education Code Section 1131, the Board approved the following organization for which membership may be paid from funds of school districts or offices of county superintendents of schools for the school years 1961-62, 1962-63, and 1963-64, subject, however, to the organization notifying the Department of Education immediately, whenever there is a change in the bylaws, charter, constitution, or purpose of the organization, and subject further to withdrawal of approval by the State Board of Education at its discretion.

Approved for membership by schools—accredited two-year junior colleges only
Journalism Association of Junior Colleges

President: Jean Stephens

Secretary: Miriam Young

Headquarters address: 3835 Freeport Boulevard, Sacramento, California

Adoption of Textbooks in History, Geography, Civics, and Related Social Studies

The Board adopted the following textbooks, teachers editions of textbooks, and teachers manuals in history, geography, civics, and related social studies for use in grades five and eight of the public elementary schools of California for a four-year period beginning July 1, 1963.

BOOKS FOR GRADE FIVE

BASIC TEXTBOOK IN HISTORY, for distribution on the basis of one copy for each pupil enrolled in grade five

The Story of American Freedom (1961), by Edna McGuire, published by The Macmillan Company

Teachers annotated edition of above book

BASIC TEXTBOOK IN GEOGRAPHY, for distribution on the basis of one copy for each pupil enrolled in grade five

The United States and Canada (1961), by Katheryne Thomas Whittemore, published by Ginn and Company
Teachers edition of above book

SUPPLEMENTARY TEXTBOOKS, for distribution on the basis of one copy for each four pupils enrolled in grade five

Hawaii, the Aloha State (1960), by Helen Bauer, published by Doubleday and Company, Inc.

Water: Riches or Ruin (1959), by Helen Bauer, published by Doubleday and Company, Inc.

Trail Blazers of American History (1961), by Miriam E. Mason and William H. Cartwright, published by Ginn and Company

Great Names in Our Country's Story (1961), by Harold H. Eibling, John G. Gilmartin, and Anna M. Skehan, published by Laidlaw Brothers, Inc.

Teachers edition of above book

SUPPLEMENTARY TEXTBOOKS, for distribution on the basis of one set of the following 24 booklets for each fifth grade classroom

REAL PEOPLE series (1950), published by Row, Peterson and Company:

Group 1—Explorers and Early Settlers

Christopher Columbus, by Ruth Cromer Weir

Hernando de Soto, by Vesta E. Condon

La Salle, by Jeannette Covert Nolan

Captain John Smith, by Margaret Leighton

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Group 2—Leaders of the American Revolution

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Ab-Yo-Ka: Daughter of Sequoya, by Catherine Cate Coblentz

John Jacob Astor, by Clara Ingram Judson

Daniel Boone, by Jeannette Covert Nolan

Zebulon Pike, by Faith Yingling Knoop

Rufus Putnam: Father of Ohio, by Josephine E. Phillips

Narcissa Whitman: Pioneer to the Oregon Country, by Carol Ryrie Brink

Group 4—Leaders Since 1860

Jane Addams, by Josephine Blackstock

George Washington Carver, by Arna Bontemps

Thomas Alva Edison, by Winifred Wise Graham

James Jerome Hill, by Clara Ingram Judson

Robert E. Lee, by Elizabeth Kinloch Solem

Abraham Lincoln, by Frances Cavanah

BOOKS FOR GRADE EIGHT

BASIC TEXTBOOK IN HISTORY, for distribution on the basis of one copy for each pupil enrolled in grade eight

Story of the American Nation (1962), by Mabel B. Casner, Ralph H. Gabriel, Edward L. Biller, and William H. Hartley, published by Harcourt, Brace & World, Inc.

Teachers manual to accompany above book

BASIC TEXTBOOK IN CIVICS, for distribution on the basis of one copy for each pupil enrolled in grade eight

Building Our Democracy (1961), by Vanza Devereaux, including material on California government prepared by Chester D. Babcock, published by Harr Wagner Publishing Company
Teachers edition of above book

SUPPLEMENTARY TEXTBOOKS, for distribution on the basis of one copy for each four pupils enrolled in grade eight

Our United States in a World of Neighbors (1962), by Norman Carls, Frank E. Sorenson, and Margery Howarth, published by The John C. Winston Company, a Division of Holt, Rinehart and Winston, Inc.

Teachers edition of above book

America Is My Country: The Heritage of a Free People (1961), by Harriett M. Brown and Joseph F. Guadagnolo, published by Houghton Mifflin Company

Great Names In Our Country's Story (1961), by Harold H. Eibling, John G. Gil-martin, and Anna M. Skehan, published by Laidlaw Brothers, Inc.

Teachers edition of above book

The Growth of America (1959), by Rebekah R. Liebman and Gertrude A. Young, published by Prentice-Hall, Inc.

Teachers manual and key to accompany above book

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons:

Name	Date of birth	Revocation effective	By authority of Education Code Section
Hanson, Eugene Stanton	6- 4-15	January 11, 1962	13202
Lewis, Francis Richard	12-26-20	December 11, 1961	13205
Nichols, Thomas LaFayette	6-28-28	December 18, 1961	13205
Reynosa, Arthur Corral	5-30-24	January 11, 1962	13207
Russell, Robert William	8- 9-30	January 11, 1962	13207
Speaker, Robert J.	8-12-25	December 6, 1961	13205
Torrey, Leon Edwin, Jr.	11-21-14	January 11, 1962	{ 13129 13202
Veazey, Robert M. (a.k.a. Robert Henri Duval, Robert Henry Duval Devesci)	5- 6-22	January 11, 1962	13202
White, Israel Lee	3-17-27	December 30, 1961	13205

SCIENCE TEACHERS NATIONAL CONVENTION

The National Science Teachers Association will hold its tenth national convention in San Francisco, March 9-14, 1962. "Science Teaching for the Learner" is the theme of the convention, which will have a sequence of sessions culminating in a set of recommendations and proposed resolutions to be presented at the final general session. Science teaching and curriculum innovations will be presented in a series of panel discussions. Tours will be conducted to the laboratories of local schools, industrial centers, and the University of California, Berkeley; and the U.S. National Aeronautics and Space Administration World Globe exhibit will be on display. In conjunction with the convention, the National Science Supervisors Association, the Association for the Education of Teachers in Science, and the Business-Industry Section of the National Science

Teachers Association will hold their annual meetings. Additional activities will include a Youth Science Congress; a special program for future science teachers and for college and university students; showings of films and other audio-visual materials; and the annual Exposition of Science Teaching Materials.

All registration facilities will be located on the mezzanine of the St. Francis Hotel, March 8 and 9, and at Brooks Hall of the Convention Center on March 10 through March 14.

Professional Literature

PUBLICATIONS RECEIVED

- Annual Educational Summary, New York State 1959-60: Statistical and Financial Data on Elementary, Secondary, Higher and Cultural Education in New York State for the Year Ending June 30, 1960.* Bureau of Statistical Services. Albany, New York: University of the State of New York, State Education Department, 1961. Pp. 204.
- DAILEY, JOHN T., and SHAYCOFT, MARION F. *Types of Tests in Project Talent: Standardized Aptitude and Achievement Tests.* OE-25014. Cooperative Research Monograph No. 9, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 62. \$0.25.*
- Fire Prevention Education, 1961.* Bureau of Elementary Curriculum Development; Bureau of Secondary Curriculum Development. Albany, New York: University of the State of New York, State Education Department, 1961. Pp. 64.
- The Ford Foundation Annual Report—October 1, 1960 to September 30, 1961.* New York 22, N.Y.: Ford Foundation, 1962. Pp. 176.
- FUSCO, GENE C. *Organization and Administration of Pupil Personnel Service Programs in Selected School Systems.* OE-23014, Bulletin 1961, No. 22, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education and Welfare, 1961. Pp. vi + 70. \$0.30.*
- Graduate Education: An Annotated Bibliography.* Prepared by JAMES H. BLESSING. OE-50022, Bulletin 1961, No. 26, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 154. \$0.60.*
- GREER, EDITH S., and HARBECK, RICHARD M. *High School Pupil Programs: A Preliminary Report.* OE-33021, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare. Pp. vi + 34. \$0.20.*
- Guidance for the Underachiever with Superior Ability.* Edited by LEONARD M. MILLER. OE-25021, Bulletin 1961, No. 25, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. viii + 88. \$0.35.*
- A Guide to Further Educational Opportunities in the City of New York for Students of Evening High Schools.* Brooklyn 1, N.Y.: Board of Education of the City of New York, 1961. Pp. vi + 58. \$0.15.
- Health Teaching in Secondary Schools.* Curriculum Bulletin, 1960-61 Series, No. 6. Brooklyn 1, N.Y.: Board of Education of the City of New York, 1961. Pp. viii + 96. \$1.00.
- HONE, ELIZABETH B.; JOSEPH, ALEXANDER; and VICTOR, EDWARD. *Teaching Elementary Science: A Sourcebook for Elementary Science.* New York 17, N.Y.: Harcourt, Brace & World, Inc., 1962. Pp. xx + 556. \$7.50.
- HORNE, JOICEY. *Young Artists: A Handbook for Teachers and Parents.* Toronto, Canada: Longmans, Green & Co., 1961. Pp. xii + 276.
- HUDDLESTON, EDITH M. *Opening (Fall) Enrollment in Higher Education, 1960: Analytic Report.* OE-54007-60. Circular No. 652, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. viii + 44. \$0.35.*
- HUTCHINSON, JOSEPH C. *Modern Foreign Languages in High School: The Language Laboratory.* OE-27013, Bulletin 1961, No. 23, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 90. \$0.35.*
- Let's Learn Languages.* Albany, New York: University of the State of New York, State Education Department, 1961. Pp. 24.

- MASON, WARD S. *The Beginning Teacher: Status and Career Orientations*. Final Report on the Survey of New Teachers in the Public Schools, 1956-57. OE-23009, Circular No. 644, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. xii + 196. \$1.25.*
- MEECE, LEONARD E. *A Manual for School Board Members*. Bulletin of the Bureau of School Service, Vol. XXXV, No. 2, December, 1961. Lexington, Kentucky: College of Education, University of Kentucky, 1961. Pp. 80. \$1.00.
- Pictures, Pamphlets, and Packets for Air/Space Age Education, Fourth Edition* [December, 1961]. Washington 6, D.C.: National Aviation Education Council, 1961. Pp. 36. \$0.25.**
- PILTZ, ALBERT. *Science Equipment and Materials for Elementary Schools: Suggestions for Supervisors, Administrators, and Teachers*. OE-29029, Bulletin 1961, No. 28, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 66. \$0.30.*
- Planning and Plan Books*. Curriculum Research Report. Bureau of Curriculum Research, Division of Curriculum Development. Brooklyn 1, N.Y.: Board of Education of the City of New York, 1961. Pp. vi + 36. \$0.75.
- Problems of Democracy*. Curriculum Bulletin, 1960-61 Series, No. 9. Brooklyn 1, N.Y.: Board of Education of the City of New York, 1961. Pp. vi + 54. \$0.50.
- Roots of Change: The Ford Foundation in India*. New York 22, N.Y.: Ford Foundation, 1961. Pp. 52.
- Salaries and Salary Schedules Reported for 1961-1962*. California Teachers Association Research Bulletin, No. 148, December, 1961. Burlingame, California: California Teachers Association, 1961. Pp. ii + 32. \$1.00.
- SHETLER, DONALD J. *Film Guide for Music Educators*. Washington 6, D.C.: Music Educators National Conference, 1961. Pp. viii + 120. \$2.50.
- Steps Toward Better Education: Report for 1959-60*. Highlights from the Activities of the New York State Education Department for the Year 1959-60. Albany, New York: University of the State of New York, State Education Department, 1961. Pp. 40.
- U.S. Government Films for Public Educational Use-1960*. OE-34006, Circular No. 655. Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. x + 502. \$2.75.*

* For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

** Single copies are available free of charge to school administrators, teachers, and librarians. Requests should be made on school or library stationery, and addressed to the National Aviation Education Council, 1025 Connecticut Avenue, N.W., Washington 6, D.C.



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